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ABSTRACT

This document includes a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary basic commercial art programs. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The 11 intended outcomes establish students' proficiency in the following: communication skills; graphic production skills; technical art skills; design skills; lettering skills; typography skills; layout and paste-up skills; illustration skills; applied design skills; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 11 student outcomes. (NLA)

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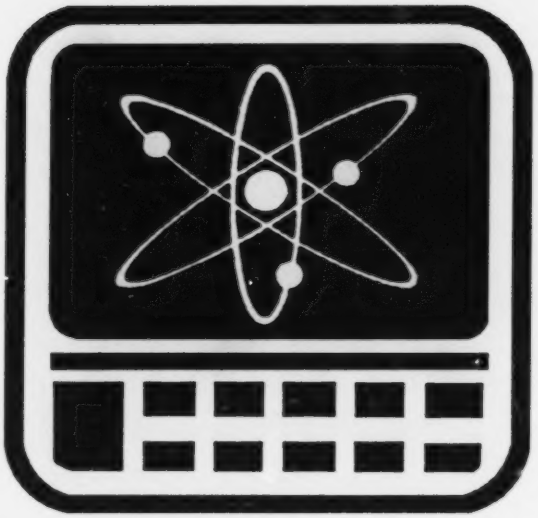

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

BASIC COMMERCIAL ART

Prepared by

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INTRODUCTION

Vocational education meets the needs of students desiring to pursue a selected vocation and is designed to provide training that is realistic in meeting present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. This has made vocational training programs more attractive as an educational option. The new technologies require well-trained workers to carry out both standardized and specialized procedures, and whose training foundation has given them the capacity to keep pace with continuing technology demands.

The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. Vocational training programs can keep pace with the demands of new industrial patterns and can provide the opportunity for many of our citizens to gain financial stability and an improved sense of self worth. Therefore, it is necessary to create exemplary vocational programs and to make those programs consistent throughout the state.

This Program Guide identifies primary concerns that should be considered in the organization, operation and evaluation of a vocational education program. It has been developed to provide useful information to local school district and community college administrators, instructors, program advisory committees, regional coordinating councils and others charged with the responsibility of offering vocational education programs.

OCCUPATIONAL DESCRIPTION

A principle occupational title is identified for each vocational training program. This title is validated by the United States Department of Labor Dictionary of Occupational Titles (DOT) or other appropriate references. Such references may be the United States Department of Commerce Standard Occupational Classification Manual (SOC), the Occupational Employment Statistics Survey Dictionary (OES), or Vocational Preparation and Occupations (VPO) prepared by the National and State Occupational Information Coordinating Committees. Information obtained from industry advisory committees may also be used to validate the principle occupational title. The job title and code number for this program are listed in the curriculum framework which accompanies this guide.

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) identifies the job title for this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Commercial Artist	141.061-022

(Occupational Employment Statistics Code equivalent 10221601)

The definition (description) for this job title is taken from the D.O.T. for easy reference.

141.061-022 COMMERCIAL ARTIST.

Draws or paints illustration for use by various media to explain or adorn printed or spoken word: Studies layouts, sketches of proposed illustrations and related materials to become familiar with assignment. Determines style, technique and medium best suited to produce desired effects and conform with reproduction requirements or receives specific instructions regarding these variables. Formulates concept and renders illustration and detail from models, sketches, memory and imagination. Discusses illustration at various stages of completion and makes changes as necessary. May select type, draw lettering, layout material or perform related duties. May be identified according to specific style, technique, medium, subject material or combination of variables. May draw or paint graphic material and lettering to be used for title, background, screen advertising, commercial logo and other visual layouts for motion picture production and television programming and be designated TITLE ARTIST.

PROGRAM CONTENT

The Division of Vocational, Adult, and Community Education, as required by State Board of Education (**S.B.E.**) **Rule 6A-6.0571**, publishes Vocational Education Program Courses Standards annually. This document specifies the minimum program content for the operation of a vocational training program for the occupational titles listed. Each program identified in the Florida Department of Education Course Code Directory is required to establish course standards. The standards for each vocational offering are comprised of two major components: (1) Curriculum Framework and (2) Student Performance Standards.

Curriculum Framework (CF)

The Curriculum Framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts and intended outcomes. The program requirements stipulated in the curriculum framework have been approved by the State Board of Education and are the legal bases for delivery of instruction.

Student Performance Standards (SPS)

The Student Performance Standards are a resource list of job-specific competencies. This list is generated and approved by industry experts and becomes the basis for curriculum development in vocational programs. Local school districts and community colleges must, by law, adopt student performance standards for their vocational programs. They may, at their discretion, adopt the list provided or develop their own as long as there is sufficient content to address each intended outcome. A program may provide instruction beyond the minimum specified in the SPS if desired. The decision to do this should be based on local industry needs. However, the minimum must be presented.

The SPS for secondary level programs contain a third component, course structure. This component specifies the number of courses required for program completion and the content of each course. The courses may be taught in any sequence, but the content may not be changed unless approved by the Division of Vocational, Adult, and Community Education.

The curriculum framework and student performance standards are intended for use as a guide, not a teaching tool. Teachers or curriculum development personnel are expected to develop or select complete curriculum materials for their training programs based on the curriculum framework and student performance standards. Each intended outcome and SPS should be thoroughly analyzed for related cognitive and procedural subskills. The curriculum framework and student performance standards are presented in the following pages.

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Basic Commercial Art

CODE NUMBER: Secondary 8718000 Postsecondary _____

Florida CIP IN48.022300

SECONDARY SCHOOL CREDITS 6 COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVELS(S): __ 7-9 __ 9-12 __ Postsecondary Adult Vocational

____ Postsecondary Vocational __X__ Other 10-12, 30, 31

CERTIFICATION COVERAGE: COMM ART 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as commercial artists (10221601). This program also provides supplemental training for persons previously or currently employed in this occupation.

The course content will include the following: graphic production, technical art skills, design skills, lettering skills, typography, layout and paste-up skills, illustration skills, applied design and air brush skills.

The course content should also include Principles of Work Environment Readiness (P.O.W.E.R.) skills training in communication, leadership, human relations and employability skills; and safe, efficient work practices.

Listed below are the courses that comprise this program when offered at the secondary level:

8718010 Basic Commercial Art 1
8718020 Basic Commercial Art 2
8718030 Basic Commercial Art 3
8718040 Basic Commercial Art 4
8718050 Basic Commercial Art 5
8718060 Basic Commercial Art 6

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment, materials and processes found in the industry. Students are also instructed in the following: techniques; media; use of tools, equipment and supplies; paste-ups and mechanicals; typography, lettering, layout, illustration and, if equipment is available and time allows, photography, development of air brush skills and computer graphics.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is the vocational student organization which reinforces classroom instruction by providing communications, leadership, human relations and employability training experiences. It also reinforces specific vocational skills. When provided, these activities are considered an integral part of this program.

The cooperative method of instruction may be utilized for this program. When the cooperative method is offered, the following is required for each student: a training plan signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

The outcomes and student performance standards which the handicapped student must master must be specified in each student's individual education plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate proficiency in communication skills.
02. Demonstrate proficiency in graphic production skills.
03. Demonstrate proficiency in technical art skills.
04. Demonstrate proficiency in design skills.
05. Demonstrate proficiency in lettering skills.
06. Demonstrate proficiency in typography skills.
07. Demonstrate proficiency in layout and paste-up skills.
08. Demonstrate proficiency in illustration skills.
09. Demonstrate proficiency in applied design skills.
10. Demonstrate employability skills.
11. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1989

PROGRAM AREA: Industrial SECONDARY NUMBER 8718000

PROGRAM TITLE: Basic Commercial Art PROGRAM NUMBER: _____

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS--The student will be able to:

- 01.01 Take notes, listen and comply with instructions.
- 01.02 Read instructions thoroughly.
- 01.03 Request clarification of instructions (ask questions).
- 01.04 Relay instructions to others orally and in writing.
- 01.05 Define and explain commercial art terms.
- 01.06 Document job tasks, costs and maintain records.
- 01.07 Make project presentations.
- 01.08 Interact with the employer, fellow employees and customers.

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION--The student will be able to:

- 02.01 Define the differences in production processes and estimate relative costs.
- 02.02 Recognize limitations for printing.
- 02.03 Identify and select different printing surfaces.
- 02.04 Identify and select appropriate printing inks.
- 02.05 Identify and select finishing processes.

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS--The student will be able to:

- 03.01 Explain care and respect for all tools and equipment.
- 03.02 Make computations for centering, spacing and scaling drawings.
- 03.03 Draw on various types of drafting media.
- 03.04 Interpret information from drawings, prints and sketches.
- 03.05 Draw freehand sketches.
- 03.06 Draw auxiliary views.
- 03.07 Draw a one- and two-point perspective.
- 03.08 Make corrections on a drawing.
- 03.09 Draw in ink on a variety of surfaces.
- 03.10 Develop a glossary of technical terms.

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS--The student will be able to:

- 04.01 Explain proper use and care of tools.
- 04.02 Apply principles and elements of design.
- 04.03 Apply color theory (pigment versus light).
- 04.04 Utilize tones, hues and values.
- 04.05 Sketch designs using pencil and ink.
- 04.06 Paint freehand or within sketched designs using mixed colors or apply colors to produce desired shades.
- 04.07 Apply color for impact (color psychology).

04.08 Differentiate between line halftone, duotone and four-color process.
04.09 Demonstrate balance in design.
04.10 Demonstrate designs with symmetry and asymmetry.
04.11 Develop grids for layouts of magazine pages, ads, etc..

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS--The student will be able to:

05.01 Demonstrate use and care of tools, lettering pens, t-squares and triangles.
05.02 Identify and select lettering styles.
05.03 Perform and use pen, brush, pencil and LeRoy lettering.
05.04 Utilize guidelines, margins and spacing for layouts.
05.05 Paint or draw precise lettering for reproduction.
05.06 Utilize various types of prepared lettering processes.
05.07 Produce a sign on poster board.
05.08 Determine and select lettering styles for layout sketches.
05.09 Illuminate a certificate.

06.0 DEMONSTRATE AN UNDERSTANDING OF TYPOGRAPHY--The student will be able to:

06.01 Explain proper use, care and cleaning of equipment.
06.02 Identify and select typography materials.
06.03 Define typographic terms, including leading and kerning.
06.04 Identify and select typographic methods.
06.05 Demonstrate the ability to proofread and use proofreaders' marks.
06.06 Explain picas, points and conversion to inches.
06.07 Explain specification of type and copy fitting.

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP--The student will be able to:

07.01 Explain proper use and care of tools.
07.02 Identify parts of a layout.
07.03 Utilize amberlith, rubylith, screens, overlays and register marks.
07.04 Make thumbnail sketch pencil layouts.
07.05 Prepare comprehensives from pencil layouts.
07.06 Prepare camera-ready mechanicals from comprehensives.
07.07 Prepare specific forms of instruction on mechanicals for presentations and for a printer.
07.08 Crop and scale artwork and/or photos for layouts.
07.09 Demonstrate enlarging or reducing with a grid, proportion wheel and other methods.
07.10 Make a color separation with overlays.
07.11 Demonstrate various ruling techniques.
07.12 Demonstrate the uses of different adhesives.
07.13 Specify the use of halftones or special effects.

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS--The student will be able to:

- 08.01 Explain proper use and care of tools.
- 08.02 Demonstrate elementary anatomy drawing skills.
- 08.03 Illustrate using ink, pencil, washes, markers, tempera, watercolor and paints.
- 08.04 Demonstrate renderings of different textures using the above media.
- 08.05 Make illustrations using various subjects.

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN--The student will be able to:

- 09.01 Locate and identify resource materials and develop a morgue.
- 09.02 Design logos.
- 09.03 Design stationery layouts.
- 09.04 Design a magazine/book cover or record jacket.
- 09.05 Design an ad campaign that includes newspapers, magazines and billboards.
- 09.06 Design a greeting card.
- 09.07 Design a business card.

10.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 10.01 Conduct a job search.
- 10.02 Secure information about a job.
- 10.03 Identify documents which may be required when applying for a job.
- 10.04 Complete a job application form correctly.
- 10.05 Demonstrate competence in job interview techniques.
- 10.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
- 10.07 Identify and adopt acceptable work habits.
- 10.08 Demonstrate knowledge of how to make job changes appropriately.
- 10.09 Demonstrate acceptable employee health habits.

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 11.01 Define entrepreneurship.
- 11.02 Describe the importance of entrepreneurship to the American economy.
- 11.03 List the advantages and disadvantages of business ownership.
- 11.04 Identify the risks involved in ownership of a business.
- 11.05 Identify the necessary personal characteristics of a successful entrepreneur.
- 11.06 Identify the business skills needed to operate a small business efficiently and effectively.

PROGRAM IMPLEMENTATION

It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. Therefore, the teacher must lead the students through the learning experiences in a course, motivate students, act as a role model for students and, at times, function as a guidance counselor and placement coordinator. This leadership role requires the teacher to participate in many of the activities required for program implementation. The teacher must select the methods of instruction that best apply to students' ability levels, measure student achievement and provide feedback. Key factors that must be considered when implementing this program are addressed below.

TEACHER CHARACTERISTICS

Subject Knowledge

The teacher must be a subject matter expert who is able to implement sound instructional methods and evaluate student performance. He/she must have significant work experience in the industry/vocational field and be able to communicate that knowledge to the students.

Instructional Delivery

The teacher's role in the learning process is to motivate and lead the student as well as impart subject matter knowledge. In order to maximize student learning, the use of a variety of instructional methods is encouraged. Because teaching styles vary greatly, teachers are highly encouraged to "pick and choose" from various methods or to combine methods for maximum benefit to students. Some of the more traditional methods used are lecture, demonstration and small group instruction. Other teaching methods which are suggested for further exploration include individualized self-paced, open-exit/open-entry, contract, computer based and competency based instruction. The focus of Competency Based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified before progressing to more complex skills.

CONVENTIONAL INSTRUCTIONAL METHODS

A vocational program may require a portion of the instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve maximum skill competency. If mastery of a task is required, competency based education methods may be more appropriate. However, if the training activity involves an orientation or a seldom performed, non-essential task, conventional instructional methods may be more effective. Teachers are encouraged to use a variety of instructional methods to best meet instructional objectives.

Instructional Development

Teachers often must develop and select their own teaching and curriculum materials. In developing a comprehensive curriculum, instructional objectives based upon both the performance and cognitive domain must be included. When developing curriculum materials, teachers must use the curriculum framework (CF) and student performance standards (SPS) contained in this program guide as a basis. These materials delineate minimum program content which must be presented for an approved vocational training program. However, they are not intended for use as a comprehensive curriculum. Be certain not to adapt the curriculum to available materials, but select only those materials which can be adapted to the curriculum.

Instructional Measurement

Teachers must select testing methods that support the instructional delivery system used. Teachers must be competent to develop, administer and evaluate written and performance type tests.

Student Admissions Criteria

Providing the student the opportunity to successfully complete a vocational education program, in any institution, should be the primary concern of the instructional effort. Therefore, it is very important to direct planning and effort into identifying and selecting students with excellent potential for success in the educational program and in the occupation. The school's primary task is to prepare people for fulltime, entry-level positions as technicians or, in the case of those with more experience, as managers.

The Course Code Directory, specifies grade levels at which occupational programs are offered. Specific student admissions criteria which is required by the State and local educational agencies for the Basic Commercial Art training program is illustrated as follows.

SPECIFIC ADMISSIONS CRITERIA

Minimum Age:	As required by state and local policy
Physical Requirements:	Color perception recommended
Special Requirements:	None
Minimum Basic Skills Math Level:	* NA
Minimum Basic Skills Language Level:	* NA

* This grade level requirement is specified in the Curriculum Framework and is applicable to postsecondary level programs of 450 hours or more only. There is no minimum basic skill requirement for secondary programs.

THE STUDENT PROFILE

Developing a student profile is an important step in program implementation. Attention should focus on student characteristics that can be remediated within a training program, but could create serious impediments to success in the vocational field. Typical of these would be deficiencies in communications and mathematical skills. The basic skill levels can be measured by testing. Test results can then be used to direct the student to more suitable training which matches his or her skill level, or to determine supplemental training which may be required to increase chances for student success.

High school and postsecondary vocational students can be admitted to a vocational program upon request if they meet any specified prerequisites, such as physical or basic skill requirements. Training programs should be accessible to as many students as possible. Training programs are designed to prepare students for employment upon graduation, or serve as prerequisite to a postsecondary program.

The community college can be more selective and establish stringent admission standards. This may be done by assessing applicants or by recruiting potential students who meet the established prerequisite requirements of the training. The program advisory committee can design a profile of the potentially successful student. The profile should contain a

list of qualities, traits and aptitudes that will indicate a higher potential for student success. Acceptable levels for these traits must also be determined. For example, the qualities deserving highest attention, mechanical ability and cognitive aptitude, are those which the educational program itself will not likely be able to influence, although these traits should have considerable weight in establishing the basic profile. Deficiencies in mathematical or communications skills may lend themselves to improvement through related instruction while the student is enrolled in the program. The following example illustrates specific qualities to consider when establishing the student profile:

Mechanic/Technician--Service

- Knowledge of basic tools and equipment used by mechanics/technicians
- Ability to analyze and solve mechanical and technical problems
- Ability to interpret written mechanical/technical materials
- Ability to interpret mechanical/technical drawings
- Mechanical dexterity

Mechanic/Technical Service Management

- Basic application of service
- Business skills
- Ability to work with people
- Communications skills
- Leadership

QUALIFYING AND PRETESTING

Assessing potential students for vocational programs is an integral part of the recruiting process since considerable amounts of time and money will be spent on students entering training. Recruiters must have a good idea of the candidate's basic aptitude. Whoever guides the candidate to the program needs to have knowledge of the student's interests, abilities and experience. These can be measured by a variety of assessment methods, which should be performed upon program entry. The assessment can help determine extent and level of training each individual should receive.

Assessment should determine the level at which the student can read, write, calculate mathmatics and understand the English language. It is appropriate for the program advisory committee and the school to develop some selection criteria based on minimum skill levels. These criteria should remain flexible in order to maximize educational opportunity for all applicants. Additionally, vocational educators must make every effort to serve the variety of "special needs" students and to eliminate sex-bias and stereotyping in all occupational areas.

ADVISORY COMMITTEE

It is imperative that representatives of industry be organized into an advisory committee. Constantly changing technological demands of our society will continue to stimulate changing industrial patterns. Therefore, effective use of program advisory committees is vital to the successful implementation of vocational training programs. Advisory committees provide expert technical advice which is not easily obtainable elsewhere, offer external support of policies and have tremendous public relations potential.

The most effective advisory committees are those whose members have mutual respect for each other's abilities and vested interest in the training program because of their need for trained workers. The program advisory committee is also one of the most effective means of facilitating placement. Its role can be:

- To contact local industry and encourage them to use the school's placement office as a means of filling jobs
- To develop an effective procedure for interviewing and evaluating potential employees suggested by the school
- To assist in gathering accurate and current job information as it becomes available

COUNSELING AND GUIDANCE

Counseling of students serves two purposes. It guides the student into the program and it supports enrolled students on a continuing basis throughout the program. Much day-to-day counseling will be the responsibility of the teacher. The teacher has the most contact with the student and is in a position to detect and correct a problem. Each student will encounter new problems as the program develops. The teacher's job is to work with the student to help identify problems and then strive for solutions. The teacher will provide much of the counseling that focuses on trade knowledge and skills.

The professional counselor cannot be expected to have the subject matter expertise of the primary teacher. The counselor, however, can focus on the student's needs related to other issues such as personal growth, interests and attitudes. The ideal situation will provide at least one counselor with current knowledge of industry standards for career counseling. A useful tool which should be used in the counseling process is the Career Merit Achievement Plan (Career MAP) which presents minimum instructional content keyed to student performance standards. Career MAPs are available for each industrial program area, and can be used to document student achievement, isolate student interests, talents and weaknesses. They are also useful for placement purposes. Information on Career MAPs may be obtained by contacting the Department of Education, Division of Vocational, Adult, and Community Education, (904) 488-0484.

STUDENT PLACEMENT

Implementing an effective placement system is integral to developing a successful vocational training program. **S.B.E. Rule 229.551 (3)(g)** requires 70 percent placement of students who have completed a vocational training program. Although placement is not always a problem, as with students already working in a related occupation, the placement program should place emphasis upon students who are seeking entry-level employment since these students have little or no experience with industry.

The task of the placement program is to locate job openings in the community. The placement coordinator or teacher must know each student's personal aims and interests in addition to the information stated on the achievement record. In many cases, teachers are the best source to match students to job openings because of their contacts with the industry advisory committee. Input concerning employment openings must come from individual business establishments in the community. The placement coordinator should introduce a student to as many suitable job openings as possible. Conversely, employers can then be expected to interview as many qualified candidates as possible.

Cooperative Education

COOPERATIVE EDUCATION APPLICABILITY

Normally, students will complete the entire program as full-time students before obtaining employment. However, there may be situations where students could be allowed to complete part of the program while employed in their occupational areas. At this time it is appropriate for the student to enroll in industrial cooperative education (ICE). Guidelines for this training plan are provided in the "Industrial Cooperative Education Program Guide," published by the Division of Vocational, Adult, and Community Education, Order # IE 508 BK 87.

Industrial cooperative education is a method of instruction designed to prepare students for jobs in the community. This method is a joint effort between the school and the business community. Student trainees receive a combination of instruction in the classroom and related on-the-job training through employment. Learning experiences are jointly planned and supervised by the teacher and the employer. Cooperative education is relevant to the needs of the student preparing for a work role, and will help the student to achieve success and personal satisfaction as the transition is made from school to the constantly changing world of work.

Cooperative education is defined in the Federal Register, Volume 39, number 143, Vocational Education, Section 102.96, as a program ". . . to prepare students for employment, through: (a) providing meaningful work experiences combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes, (b) removing the artificial barriers which separate work and education, (c) involving educators with employers, creating interaction whereby the needs and problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations . . . ."

PURPOSE

Cooperative Education is for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related instruction by alternation of study in school with a job in any industrial occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternative half days, full days, weeks or other periods of time to fulfill objectives of the cooperative education program.

GOALS AND OBJECTIVES

The primary goal of the cooperative method of vocational education is to prepare skilled, responsible individuals who can assume a productive role in the community. Specific objectives to meet the primary goal are:

- To prepare individuals for employment, adjustment and advancement in specified occupations or occupational areas (primary objective)
- To provide an understanding of the contribution of work to the social and economic welfare of our nation
- To provide students with an understanding and appreciation of the American free enterprise system
- To foster an awareness of the civic, social and moral responsibilities of individuals to society

- To stimulate students' interest in their chosen occupational fields and provide an understanding of the opportunities in each field
- To provide training that results in increased efficiency in performing job tasks
- To provide curriculum which is sensitive and adaptable to changes in occupational practices and procedures as they are affected by societal, economic, technical and educational developments
- To strive to develop a greater appreciation of the value of specifically trained personnel among employers, employees and consumers
- To reinforce skills learned in the school laboratory
- To provide experiences on tools and equipment not available in the school laboratory
- To supplement and broaden the school curriculum into areas not otherwise available

Student Organization Participation

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The **S.B.E.** Rules authorize vocational student organizations as an integral part of the vocational education program as stated in **S.B.E. 6A-6.064 (7)** and **6A-6.065 (8).**

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

VICA is an organization for secondary or postsecondary students enrolled in trade and industrial education programs in high schools, area vocational technical centers and junior and community colleges. It is the only national and international organization for trade and industrial students. The organization is designed to expand and enrich opportunities for leadership, social awareness and civic responsibility in vocational students.

Students who participate in VICA activities are often better prepared for the world of work. They acquire knowledge of the many opportunities available in their chosen careers and become aware of the value of their

contributions to society. They are also given opportunities to develop and utilize their talents and abilities in ways that otherwise would not be available to them.

BENEFITS OF VICA MEMBERSHIP FOR THE STUDENT

Membership in VICA offers the student the opportunity for growth and development in the following areas:

School and Community Service Activities Students in VICA become involved in various school and/or community services. These may include clothing or food collections for the needy, donation of time and service to the elderly and participation in fund raisers or similar activities.

Social Interaction with Fellow Students Activities are also available that offer students time for relaxation and fun. Social activities of this type may be held on a regular basis. They might be held on the school campus during school hours, or off campus after school. More formal functions would include end of the year award banquets or industry/employer appreciation dinner banquets.

Competition in Skill and Leadership Contests VICA offers various contests in all the skill and leadership areas it serves. Often, teachers identify talented students who represent their school in regional competitions. However, any student member of VICA may compete. Instructors should conduct planned contests within their trade areas. This also pertains to leadership areas. First and second place regional winners then move on to the state level contest. The state winners then compete at the national level of the United States Skill Olympics.

INSTRUCTIONAL RESOURCES

STUDENT REFERENCE MATERIALS

Necessary instructional texts or pertinent material should be available for each student to satisfy training objectives. When textbooks are used, the copyright date should be as current as possible.

SERVICE MANUALS

Manuals with current manufacturer's service procedures and specifications should be available. These manuals must be located where students can use them while working in the shop area.

PERIODICALS

Current general and technical magazines and newspapers should be available for student and instructor use.

The following list of suggested resources is organized under each outcome shown in the curriculum framework. These resources have been recommended by instructors and program administrators through statewide surveys.

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Contemporary Artists At Work, Volume 1	JAEGER CORPORATION	slides
Posters: Old And New	EDUCATIONAL AUDIO VISUAL	slides
The Artist and the Printed Word	APA INSTITUTE	slides
The Graphic Arts: An Introduction	EDUCATIONAL AUDIO VISUAL	slides
Advertising Graphics William H. Bockus, Jr.	MACMILLAN COMPANY	text
Artist's Manual Colin Hayes, ed.	W. H. SMITH PUBLICATIONS, INC.	text
Commercial Art Techniques S. Ralph Maurello	LEON AMIEL PUBLISHING	text
Commercial Artist's Handbook John Snyder	JAEGER CORPORATION	text
Communication Arts Magazine	COYNE AND BLANCHARD, INC.	text
Complete Airbrush Techniques	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Do It Yourself Graphic Design John Laing	FACTS ON FILE PUBLICATIONS	text
How to Draw What You See	WATSON-GUPTILL PUBLICATIONS	text
Language of Layout Donahue	PRENTICE-HALL, Division of Simon & Schuster	text
Manual of Graphic Techniques 1, 2, 3 Tom Porter and Sue Goodman	SCRIBNER BOOK COMPANIES, INC.	text

Pasteups and Mechanicals Jerry Demoney and Susan Meyer	WATSON-GUPTILL PUBLICATIONS	text
The Professional Artist's Manual Richard Hyman	VAN NOSTRAND REINHOLD COMPANY, INC.	text

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Graphic Communications Richard J. Broekhuizen	McKNIGHT PUBLISHING COMPANY	text
Preparing Art for Printing Stone and Eckstein	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Dictionary of Graphic Images Phil Thompson and Peter Davenport	ST. MARTIN'S PRESS, Subsidiary of Macmillan Publishers	text
Trademarks & Symbols Yasaburo Kuwayama	VAN NOSTRAND REINHOLD COMPANY, INC.	text

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Advertising Agency and Studio Skills Cardamone	WATSON-GUPTILL PUBLICATIONS	text

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Art & Illustration Techniques Borgman	WATSON-GUPTILL PUBLICATIONS	text
Layout and Graphic Design Raymond Ballinger	VAN NOSTRAND REINHOLD COMPANY, INC.	text
Studio Tips for Artists and Graphic Designers Bill Gray	VAN NOSTRAND REINHOLD COMPANY, INC.	text

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Design and Print Your Own Posters J. I. Biegeleisen	WATSON-GUPTILL PUBLICATIONS	text
Lettering for Reproduction David Gates	WATSON-GUPTILL PUBLICATIONS	text

06.0 DEMONSTRATE PROFICIENCY IN TYPOGRAPHY SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Designing with Type Graig	WATSON-GUPTILL PUBLICATIONS	text
Type and Typography Rosen	VAN NOSTRAND REINHOLD COMPANY, INC.	text

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Advertising & Studio Skills Tom Cardamone	WATSON-GUPTILL PUBLICATIONS	text
Advertising Layout Technique Borgman	WATSON-GUPTILL PUBLICATIONS	text
Fundamentals of Layout F. H. Wills	DOVER PUBLICATIONS, INC.	text
Modern Graphic Arts Paste-up Gerald A. Silver	AMERICAN TECHNICAL PUBLICATIONS, INC.	text
The Design of Advertising Roy Paul Nelson	WILLIAM C. BROWN	text

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Art and Illustration Skills Borgman	WATSON-GUPTILL PUBLICATIONS	text
Illustrators 26, etc. The Society of Illustrators	MADISON SQUARE PRESS, INC.	text

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
APA Graphic Production Kit APA Institute	APA INSTITUTE	kit
Graphic Idea Notebook Jan V. White	WATSON-GUPTILL PUBLICATIONS	text

Handbook of Advertising Art Production Richard M. Schlemmer	PRENTICE-HALL, Division of Simon & Schuster	text

10.0 DEMONSTRATE EMPLOYABILITY SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Applying for a Job - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Choosing an Occupation - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Employability Skills Leader's Guide: In-service Workshop	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Good Work - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Job Changes - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Personal Finances - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Your Job Search - Instructor's Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text

Employability Skills Series (ESS)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	module
Applying for a Job - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Choosing an Occupation - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Employability Skills Participant's Guide: In-service Workshop	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Good Work - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Job Changes - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Personal Finances - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Your Job Search - Student Guide	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
A Guide to Employability Skills Materials	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text
ESS for Success	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE

NONE

PUBLISHERS' ADDRESSES

AMERICAN TECHNICAL PUBLICATIONS, INC.
1155 West 175th Street
Homewood, IL 60430
800-323-3471

APA INSTITUTE
307 North Compton Avenue
St. Louis, MO 63103

COYNE AND BLANCHARD, INC.
410 Sherman Avenue
Palo Alto, CA

DOVER PUBLICATIONS, INC.
180 Varick Street
New York, NY 10014
212-255-3755

EDUCATIONAL AUDIO VISUAL
Pleasantville, NY

FACTS ON FILE PUBLICATIONS
460 Park Avenue South
New York, NY 10016

FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION
Knott Building
Tallahassee, FL 32399

HOWARD W. SAMS AND COMPANY
Division of MacMillan Press
4300 W. 62nd Street
Indianapolis, IN 46268
800-428-7267

JAEGER CORPORATION
135 North Knowles Avenue
Winter Park, FL 32789

LEON AMIEL PUBLISHING
225 Secaucus Road
Secaucus, NJ 07094
201-865-9200

MACMILLAN COMPANY
866 Third Avenue
New York, NY 10022
212-702-2000

MADISON SQUARE PRESS, INC.
307 East 37th Street
New York, NY 10016

McKNIGHT PUBLISHING COMPANY
809 West Detweiller
Peoria, IL 61615
800-447-0682

PRENTICE-HALL
Division of Simon & Schuster
Route 9 West
Englewood Cliffs, NJ 07632
201-592-2000

SCRIBNER BOOK COMPANIES, INC.
597 Fifth Avenue
New York, NY 10017

ST. MARTIN'S PRESS
Subsidiary of Macmillan Press
175 Fifth Avenue
New York, NY 10010

VAN NOSTRAND REINHOLD COMPANY, INC.
7625 Empire Drive
Florence, KY 41042
606-525-6600

W. H. SMITH PUBLICATIONS, INC.
112 Madison Avenue
New York, NY 10016

WATSON-GUPTILL PUBLICATIONS
1695 Oak Street
Lakewood, NJ 08701

WILLIAM C. BROWN
2460 Kerper Boulevard
Dubuque, IA 52001

FACILITIES

Facility Design Recommendations

Facilities, tools and equipment are essential parts of training programs, and must be designed to meet State program standard requirements and instructional objectives. This section of the Program Guide contains information for setting up classroom and laboratory facilities. Facility design criteria and space requirements are specified in **S.B.E. Section B, Chapter 6A-2.**

TEACHING FACILITIES

The instructional environment should duplicate, as closely as possible, the real-life work environment the student will enter after graduation. The more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies and equipment should conform to local industry standards. The teacher should actively pursue supplemental resources to expose the students to state-of-the-art equipment.

All facilities should include classroom space, as well as space for regular classroom equipment such as audio-visual equipment. Laboratory facilities should be equipped with work stations or workbenches, tables, chairs and special training aids to demonstrate basic principles and theory. They should contain enough tools and equipment to enable several students to work individually on the same learning activity.

UPDATING FACILITIES

To keep pace with technological changes and improvements, facilities must be updated on a continuing basis. When planning facilities, priority must be to provide space which will fulfill changing needs of the instructional program. Buildings should be designed with flexibility to expand in order to accomodate future program changes and to allow for greater ease of facility updating. The program advisory committee should be used to assist the school in establishing priorities for obtaining facilities, tools and equipment. Careful planning and analysis of current and future needs will lead to the establishment of an effective training environment.

SCHOOL FACILITIES

Basic Commercial Art Classroom/Laboratory Areas

This section of the program guide provides guidelines for Basic Commercial Art program facilities. All vocational programs must meet additional facility requirements specified in **S.B.E. Section B, Chapter 6 A-2.**

The classroom/laboratory areas should include drawing, painting and layout tables. Each table should be equipped with special lighting, as necessary. A separate area to accommodate photographic dark room activities is necessary. The dark room area should include special plumbing, lighting and appropriate furnishings for the development and processing of photographic materials.

The laboratory should have electrical outlets providing 110 volts at each work station. Electrical outlets should be permanently mounted to the work station benches. Additional electrical outlets should be installed along the walls and in the center areas of the laboratory. Electrical outlets in the center areas should be mounted on posts between the ceiling and work stations or on pull down extension systems. All electrical outlets must be installed according to local building code requirements.

CLASSROOM/LABORATORY FACILITIES

Space requirements for **new** facility construction for this program are specified in **S.B.E. Rule 6A-2.032** as shown below.

NEW FACILITIES
BASIC COMMERCIAL ART

Occupant Design Stations	20
Net Square Feet Per Occupant	
Minimum	113
Normal	119
Maximum	124
Total Net Square Feet	
Minimum	2260
Normal	2380
Maximum	2480

WORK STATION ARRANGEMENT

The arrangement of work stations and specialized equipment depends upon the general layout of the facilities, but careful consideration must be given to convenience to entrances and exits, easy movement among work stations and a tool/storage areas. The area should have a counter convenient to work stations. Overall layout of the facility should be planned so that the location of entrances and exits permits a logical flow of work in progress. One of the most critical factors in planning a facility is the arrangement of work stations to obtain a safe, efficient traffic pattern.

ADDITIONAL FACILITY CONSIDERATIONS

Training Stations

Training stations and live work areas must be available in the type and number required to meet program goals and performance objectives.

Instructional Area

A classroom or designated area of the laboratory should be available for lecture, instruction, viewing audio visual materials and other nonshop activities.

Personal Tool/Equipment Storage Area

A secure storage room or area should be provided, with enough shelf space for student supplies/tool boxes and floor space for equipment.

General Storage

Storage areas for tools, parts, supplies and machines must be sufficient to support the activities outlined in the program goals and performance objectives.

Office Space

An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

Maintenance

A regular facilities maintenance program must be implemented to ensure that equipment and facilities are safe and usable to meet instructional needs.

Housekeeping

The classroom, laboratory and support area(s) must be kept clean and orderly.

Ventilation

A fume/dust removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning. Ventilation requirements are stated in **S.B.E. Rule 6A-2.066.**

First Aid

A first aid station must be in place, well marked and complete with appropriate supplies.

Support Facilities

Restrooms, clean-up areas and lockers convenient to the shop should be available for students.

Safety

The facilities must meet all Occupational Safety and Health Administration (OSHA) safety standards, where applicable.

Facility Evaluation

The program advisory committee should be asked to conduct an annual evaluation of the facilities to insure the program's continuing capability to meet instructional objectives.

Safety, Maintenance and Liability

SAFETY

S.B.E. Rule 6A-2.097

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage and illumination. Subsection 6A-2.097 contains safety regulations pertaining to vocational classes.

Special safety hazards associated with this program concern the possibility of injury from photo processing equipment, cutting and trimming devices, and handling of chemicals and cleaning solvents. Special instruction in these areas is required to avoid accidents.

VOCATIONAL TEACHER LIABILITY

Liability of Teacher and School Board

Negligence of vocational education teachers can cause unnecessary injury, and may result in teacher and school district liability. Vocational teachers are recommended to carry personal liability insurance. To reduce the risk of liability and injuries, the following suggestions are provided.

- Follow accepted policies of the school board.
- Do not allow students to use equipment or tools which have not been approved by the administration and Board of Education.
- Establish safety rules and enforce them.
- Do not leave the shop/laboratory while students are working.
- Do not permit non-enrolled students to use the shop/laboratory.
- Do not allow students to use machines or tools for which instruction has not been given.
- Do not approve unsupervised student activities inside or outside the shop/laboratory.
- Prepare accident forms for all accidents.
- Regularly inspect the workplace and equipment for defects or potential hazards and maintain documentation of unserviceable or hazardous items.
- Consider age, maturity, skill and ability of students when providing instruction and supervision.
- Adminster safety tests to students upon completion of the demonstration of a specific machine, tool or process and keep documentation on file in your office.
- Require all students to wear eye protection devices, when appropriate, for laboratory activities.

SUGGESTED EQUIPMENT LIST

General Classroom Equipment

DESCRIPTION

Chalkboard

Bulletin board

Bookcases

Cabinet-storage

Student study stations

Audio-visual equipment as needed

Laboratory Tools and Equipment

These tools and items of equipment are normally used in this program. Equipment items are listed under each outcome, corresponding to the curriculum framework. Consumable supplies should be readily available to assure continuous instruction. Consumable supplies such as paper and ink are not contained in the equipment list.

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS

DESCRIPTION

Bookshelf, sectioned, metal, 3 shelves
Cabinet, file, 52 inches wide, 4 drawer
Cabinet, file, drawers, flat cases, 32 inches x 42 inches
Cabinet, file, metal, 4 drawer, letter size
Cabinet, storage, 4 drawer, 24 inches tall
Camera, 35 mm
Drafting chairs
Lockers, storage

Projector, opaque
Projector, slide
Table, classroom
Table, typing
Typewriter
Video recorder/camera/monitor

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION SKILLS

DESCRIPTION

Camera, horizontal process
Cutter, mat
Cutter, paper, 30 inches x 36 inches
Platemaker or arc lamp

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS

DESCRIPTION

Drawing boards
Light, focused, drafting type
Light, magnifying
T-squares, stainless
Table, drawing, 36 inches x 48 inches
Table, tracing, light underneath

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS

DESCRIPTION

Drafting tools
Drying rack
Ink drawing tools
Paint brushes, oil
Paint brushes, water color, red sable
Print unit (press)
Printer, textile

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS

DESCRIPTION

Cabinet, storage for drafting tools
Headliner/compositor for setting type on film
Leroy lettering set
Lettering brushes, quill #4
Lettering brushes, quill #6, #9, #12 for enamel paints
Lettering brushes, red sable, 1/8-3/4 inch sizes
Lettering pens, variety
Parts cleaner for brushes with mineral spirits

06.0 DEMONSTRATE PROFICIENCY IN TYPOGRAPHY SKILLS

DESCRIPTION

Photo-typositor, or computer graphic typesetter

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP SKILLS

DESCRIPTION

APA paste-up kit
Camera, process type
Copy machine
Dry mount press
Enlarger, tracing paper type
PMT processor
Viewer
Wax coater

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS

DESCRIPTION

NONE

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN SKILLS

DESCRIPTION

Computer PC color monitor
Computer tables and chairs
Computer, Apple Macintosh (or other equivalent brand), 512K or larger memory, dual disk drives or hard drive
Digitizer, video
Film recorder
Plotter, color, 8 pen
Printer, Image Writer II, or equivalent
Printer, color, thermal, 15 inches
Printer, laser

10.0 DEMONSTRATE EMPLOYABILITY SKILLS

DESCRIPTION

NONE

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

DESCRIPTION

NONE

PROFESSIONAL DEVELOPMENT

Teacher Technical Updating

Technical updating workshops are scheduled periodically throughout the State, usually in the summer months. Teachers should take advantage of the opportunity to attend the Commercial Art technical update workshops when they are held. All instructional staff are encouraged to participate in as many training opportunities as possible.

Teachers should seek opportunities with local companies to maintain currency with industry trends. During periods when school is not in session, teachers are encouraged to make arrangements to return to industry for suitable involvement in their area of expertise.

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. Teachers are encouraged to maintain affiliation with professional organizations. A list of professional organizations follows this section of the guide.

Teacher Standards

As a prerequisite to certification, teachers must have the required years of experience in the appropriate technical field as defined in the certification standards. For the Commercial Art program, the requirements are six years continuous experience in Commercial Art. The teacher is then judged qualified to teach upon meeting one of the following criteria: (1) regular or temporary Florida teacher's certificate with appropriate coverage, (2) Approval of local school board consistent with adopted school policy or (3) regular or temporary Florida teacher's certificate with other than appropriate coverage (has met all occupational experience requirements prescribed as a prerequisite to appropriate certification and has been approved by the school board to teach out-of-field.) Refer to the

Curriculum Framework for this program to determine the appropriate occupational specialization coverage required for certification.

Instructional staff must have technical competency and meet all State and local requirements for certification. Instructors should hold current, nationally recognized certification in the subject areas taught, if awarded. Beginning teachers must be enrolled in the State Beginning Teacher Program.

A systematic method of obtaining "substitute" instructors, approved by the school board, should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instructor in the occupational area and specific competencies taught.

Professional Organizations and Support Services

EDUCATION ASSOCIATIONS

AMERICAN VOCATIONAL ASSOCIATION (AVA)
1410 King Street
Alexandria, VA 22314
800-826-9972

FLORIDA ASSOCIATION FOR TRADE AND INDUSTRIAL EDUCATION, INC. (FATIE)
Florida Department of Education
Industrial Education - Vocational Division
Knott Building
Tallahassee, FL 32399
904-488-0484

FLORIDA VOCATIONAL ASSOCIATION (FVA)
1420 North Paul Russell Road
Tallahassee, FL 32399
904-878-6860

FLORIDA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)
Florida Department of Education
Knott Building
Tallahassee, FL 32399
904-488-0484

TRADE ORGANIZATIONS

This list contains trade associations and technical societies. Many offer training programs of some sort, either directly or through their member companies. Specific details should be requested in writing.

SCREEN PRINTING ASSOCIATION INTERNATIONAL
10015 Main Street
Fairfax, VA 22031-3403
703-385-1335

TYPOGRAPHERS INTERNATIONAL ASSOCIATION
2262 Hall Place Northwest
Washington, DC 20007-1838
202-965-3400

NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN
11250 Roger Bacon Drive
Reston, VA 22090-5202
703-437-0700

NATIONAL GUILD OF COMMUNITY SCHOOLS OF THE ARTS
Box 583
Teaneck, NJ 07666-0583
201-836-5594

AMERICAN ACADEMY & INSTITUTE OF ARTS & LETTERS
633 West 155th Street
New York, NY 10032-7501
212-368-5900

AMERICAN COUNCIL FOR THE ARTS
570 Seventh Avenue
New York, NY 10018-1602
212-354-6655

AMERICAN FEDERATION OF ARTS
41 East 65th Street
New York, NY 10021-6508
212-988-7700

AMERICAN SOCIETY OF ARTISTS
1297 Merchandise Mart Plaza Box 1326
Palatine, IL 60078-0000
312-751-2500

NATIONAL GRAPHIC ARTISTS GUILD
30 East 20th Street
New York, NY 10003-1310
212-777-7353

FL88CD13

019316
proposal #013853

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

BASIC COMMERCIAL ART

(IN48.022300)

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner of Education

DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION
Robert S. Howell, Director

DEVELOPED BY:
University of South Florida
Department of Adult and Vocational Education

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

ACKNOWLEDGEMENTS

PARTNERSHIP WITH INDUSTRY

The following industry representatives are recognized for their valuable contributions to the identification and validation of the basic commercial art competencies reflected in this MAP:

Mr. Joe Vitale, Production Manager, A. D. Weiss Lithograph Company
Ms. Debbie Burgess, Art Director, Boca Raton News
Mr. Walter Haas, President, Walter Haas and Sons
Mr. Mike House, Director, Advertising and Public Relations, Teltec Corporation
Ms. Lya Korda, Design Consultant, MENSA
Mr. W. Curtis Perry, Supervisor of Drafting, Fine Line Graphics
Ms. Barbara Perry, Fine Line Graphics
Ms. Ann Sorosky, Director of Creative Services, Graphics Four

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE BASIC COMMERCIAL ART ACHIEVEMENTS OF:

Student's Name _____

Student ID Number _____

Student's Address _____

_____

Initial Instructor _____

School _____

Date Started _____

PRIMARY JOB TITLE(S) FOR BASIC COMMERCIAL ART

- Commercial Artists (OES#10221601)

Program completers qualify for the primary job title(s) listed above. Related job titles may be added based on those job titles found in industry and/or the Dictionary of Occupational Titles.

OVERVIEW

This Career MAP includes the competencies required for entry into the field of basic commercial art. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their workforce needs.

PURPOSE OF THE MAP

The purposes of the MAP are: to display the student performance standards (SPS) required by the LEA and to document the level of achievement on student performance standards that the student demonstrates.

HOW TO USE THE MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement and teacher recruitment, selection and updating. If the LEA changes or adds student performance standards, the revised or additional student performance standards should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on student performance standards. By periodically reviewing the ratings on student performance standards, the instructor can identify a student's strengths and weaknesses and, on that basis, identify the skills for which the student needs remedial instruction or advanced training. The MAP can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate student performance standards and to fill in the verification form/cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the student performance standards mastered by the student (a prospective employee) and the proficiency level achieved on each student performance standard. This information can help the employer make decisions about hiring, job assignments and job-training needs.

RATING STUDENT PERFORMANCE STANDARDS

Ratings on student performance standards should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

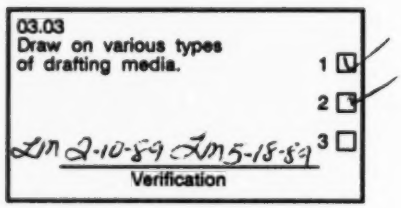
For each skill listed the learner receives a rating of 1, 2 or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this student performance standard, but is not yet able to apply that knowledge or understanding.

2 = Learner performs this student performance standard satisfactorily with only periodic supervision.

3 = Learner performs this student performance standard satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2 or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor crosses out the old level, checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



NOTE: A student performance standard without a checked rating indicates that the learner has not mastered the standard from lack of either ability, time, opportunity or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION SKILLS.

01.01 Take notes, listen & comply with instructions. 1 ☐ 2 ☐ 3 ☐ Verification	01.02 Read instructions thoroughly. 1 ☐ 2 ☐ 3 ☐ Verification	01.03 Request clarification of instructions (ask questions). 1 ☐ 2 ☐ 3 ☐ Verification
01.04 Relay instructions to others orally & in writing. 1 ☐ 2 ☐ 3 ☐ Verification	01.05 Define & explain commercial art terms. 1 ☐ 2 ☐ 3 ☐ Verification	01.06 Document job tasks, costs & maintain records. 1 ☐ 2 ☐ 3 ☐ Verification
01.07 Make project presentations. 1 ☐ 2 ☐ 3 ☐ Verification	01.08 Interact with the employer, fellow employees & customers. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

02.0 DEMONSTRATE PROFICIENCY IN GRAPHIC PRODUCTION SKILLS.

02.01 Define the differences in production processes & estimate relative costs. 1 ☐ 2 ☐ 3 ☐ Verification	02.02 Recognize limitations for printing. 1 ☐ 2 ☐ 3 ☐ Verification	02.03 Identify & select different printing surfaces. 1 ☐ 2 ☐ 3 ☐ Verification
02.04 Identify & select appropriate printing inks. 1 ☐ 2 ☐ 3 ☐ Verification	02.05 Identify & select finishing processes. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

03.0 DEMONSTRATE PROFICIENCY IN TECHNICAL ART SKILLS.

03.01 Explain care & respect for all tools & equipment. 1 ☐ 2 ☐ 3 ☐ Verification	03.02 Make computations for centering, spacing & scaling drawings. 1 ☐ 2 ☐ 3 ☐ Verification	03.03 Draw on various types of drafting media. 1 ☐ 2 ☐ 3 ☐ Verification
03.04 Interpret information from drawings, prints & sketches. 1 ☐ 2 ☐ 3 ☐ Verification	03.05 Draw freehand sketches. 1 ☐ 2 ☐ 3 ☐ Verification	03.06 Draw auxiliary views. 1 ☐ 2 ☐ 3 ☐ Verification
03.07 Draw a one- & two-point perspective. 1 ☐ 2 ☐ 3 ☐ Verification	03.08 Make corrections on a drawing. 1 ☐ 2 ☐ 3 ☐ Verification	03.09 Draw in ink on a variety of surfaces. 1 ☐ 2 ☐ 3 ☐ Verification
03.10 Develop a glossary of technical terms. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

04.0 DEMONSTRATE PROFICIENCY IN DESIGN SKILLS.

04.01 Explain proper use & care of tools. 1 ☐ 2 ☐ 3 ☐ Verification	04.02 Apply principles & elements of design. 1 ☐ 2 ☐ 3 ☐ Verification	04.03 Apply color theory (pigment versus light). 1 ☐ 2 ☐ 3 ☐ Verification
04.04 Utilize tones, hues & values. 1 ☐ 2 ☐ 3 ☐ Verification	04.05 Sketch designs using pencil & ink. 1 ☐ 2 ☐ 3 ☐ Verification	04.06 Paint freehand or within sketched designs using mixed colors or apply colors to produce desired shades. 1 ☐ 2 ☐ 3 ☐ Verification
04.07 Apply color for impact (color psychology). 1 ☐ 2 ☐ 3 ☐ Verification	04.08 Differentiate between line halftone, duotone & four-color process. 1 ☐ 2 ☐ 3 ☐ Verification	04.09 Demonstrate balance in design. 1 ☐ 2 ☐ 3 ☐ Verification
04.10 Demonstrate designs with symmetry & asymmetry. 1 ☐ 2 ☐ 3 ☐ Verification	04.11 Develop grids for layouts of magazine pages, ads, etc.. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

05.0 DEMONSTRATE PROFICIENCY IN LETTERING SKILLS.

05.01 Demonstrate use & care of tools, lettering pens, t-squares & triangles. 1 ☐ 2 ☐ 3 ☐ Verification	05.02 Identify & select lettering styles. 1 ☐ 2 ☐ 3 ☐ Verification	05.03 Perform & use pen, brush, pencil & LeRoy lettering. 1 ☐ 2 ☐ 3 ☐ Verification

05.04 Utilize guidelines, margins & spacing for layouts. 1 2 3 Verification

05.05 Paint or draw precise lettering for reproduction. 1 2 3 Verification

05.06 Utilize various types of prepared lettering processes. 1 2 3 Verification

05.07 Produce a sign on poster board. 1 2 3 Verification

05.08 Determine & select lettering styles for layout sketches. 1 2 3 Verification

05.09 Illuminate a certificate. 1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

06.0 DEMONSTRATE PROFICIENCY IN TYPOGRAPHY SKILLS.

06.01 Explain proper use, care & cleaning of equipment. 1 2 3 Verification

06.02 Identify & select typography materials. 1 2 3 Verification

06.03 Define typographic terms, including leading & kerning. 1 2 3 Verification

06.04 Identify & select typographic methods. 1 2 3 Verification

06.05 Demonstrate the ability to proofread & use proofreaders' marks. 1 2 3 Verification

06.06 Explain picas, points & conversion to inches. 1 2 3 Verification

06.07 Explain specification of type & copy fitting. 1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

07.0 DEMONSTRATE PROFICIENCY IN LAYOUT AND PASTE-UP SKILLS.

07.01 Explain proper use & care of tools. 1 ☐ 2 ☐ 3 ☐ Verification	07.02 Identify parts of a layout. 1 ☐ 2 ☐ 3 ☐ Verification	07.03 Utilize amberlith, rubylith, screens, overlays & register marks. 1 ☐ 2 ☐ 3 ☐ Verification
07.04 Make thumbnail sketch pencil layouts. 1 ☐ 2 ☐ 3 ☐ Verification	07.05 Prepare comprehensives from pencil layouts. 1 ☐ 2 ☐ 3 ☐ Verification	07.06 Prepare camera-ready mechanicals from comprehensives. 1 ☐ 2 ☐ 3 ☐ Verification
07.07 Prepare specific forms of instruction on mechanicals for presentations & for a printer. 1 ☐ 2 ☐ 3 ☐ Verification	07.08 Crop & scale artwork and/or photos for layouts. 1 ☐ 2 ☐ 3 ☐ Verification	07.09 Demonstrate enlarging or reducing with a grid, proportion wheel & other methods. 1 ☐ 2 ☐ 3 ☐ Verification
07.10 Make a color separation with overlays. 1 ☐ 2 ☐ 3 ☐ Verification	07.11 Demonstrate various ruling techniques. 1 ☐ 2 ☐ 3 ☐ Verification	07.12 Demonstrate the uses of different adhesives. 1 ☐ 2 ☐ 3 ☐ Verification
07.13 Specify the use of halftones or special effects. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

08.0 DEMONSTRATE PROFICIENCY IN ILLUSTRATION SKILLS.

08.01 Explain proper use & care of tools. 1 ☐ 2 ☐ 3 ☐ Verification	08.02 Demonstrate elementary anatomy drawing skills. 1 ☐ 2 ☐ 3 ☐ Verification	08.03 Illustrate using ink, pencil, washes, markers, tempera, watercolor & paints. 1 ☐ 2 ☐ 3 ☐ Verification

08.04 Demonstrate renderings of different textures using the above media. 1 ☐ 2 ☐ 3 ☐ Verification	08.05 Make illustrations using various subjects. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

09.0 DEMONSTRATE PROFICIENCY IN APPLIED DESIGN SKILLS.

09.01 Locate & identify resource materials & develop a morgue. 1 ☐ 2 ☐ 3 ☐ Verification	09.02 Design logos. 1 ☐ 2 ☐ 3 ☐ Verification	09.03 Design stationery layouts. 1 ☐ 2 ☐ 3 ☐ Verification
09.04 Design a magazine/book cover or record jacket. 1 ☐ 2 ☐ 3 ☐ Verification	09.05 Design an ad campaign that includes newspapers, magazines & billboards. 1 ☐ 2 ☐ 3 ☐ Verification	09.06 Design a greeting card. 1 ☐ 2 ☐ 3 ☐ Verification
09.07 Design a business card. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

0.0 DEMONSTRATE EMPLOYABILITY SKILLS.

0.01 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ Verification	0.02 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ Verification	0.03 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ Verification
0.04 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ Verification	0.05 Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ Verification	0.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons. 1 ☐ 2 ☐ 3 ☐ Verification
0.07 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ Verification	0.08 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ Verification	0.09 Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ Verification

00.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

00.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ Verification	00.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ Verification	00.03 List the advantages & disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ Verification
00.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ Verification	00.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ Verification	00.06 Identify the business skills needed to operate a small business efficiently & effectively. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

P.O.W.E.R. SKILLS (PRINCIPLES OF WORK ENVIRONMENT READINESS)

000.0 COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

VERIFICATION

The instructor should verify the level of mastery achieved by the student by initialing the competency box each time the student masters a competency. Later, if the student achieves a higher degree of mastery of a competency, the higher degree should be recorded and verified by the instructor.

INSTRUCTOR SHOULD SIGN FULL NAME AND SCHOOL NAME AND ADDRESS IN THE SPACE BELOW.

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers as shown below:

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

NOTES

This section of the MAP is provided so the instructor, employer, or student may list additional qualifying statements or other pertinent information. All comments should be initialed for verification.